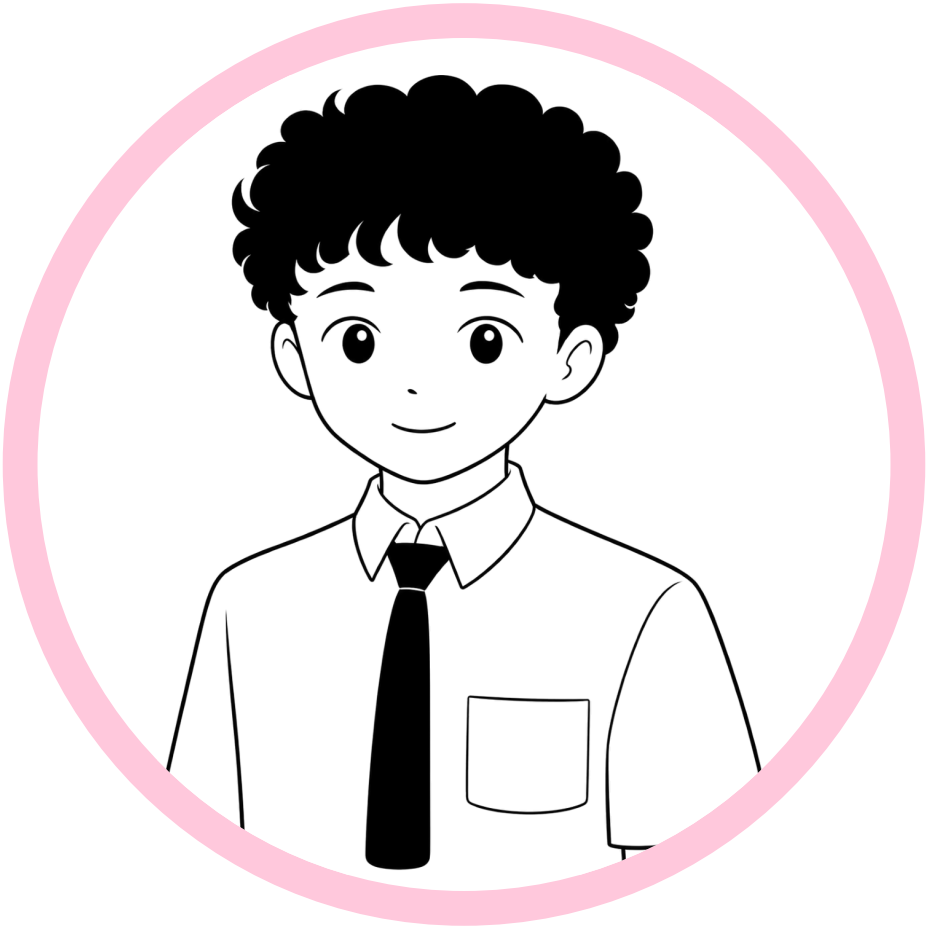
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.1.3 ANIMAL STUDIES OF ATTACHMENT

SCORE	PERCENTAGE
/50	%

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Q1.

[AO1 = 2 AO3 = 2]

Level	Mark	Description
2	3-4	Outline of the findings of one animal study of attachment is clear and has some detail. A criticism relevant to the chosen study is clear. The answer is generally coherent with effective use of terminology.
1	1-2	Outline of the findings of one animal study of attachment lacks clarity and / or detail. The criticism is limited. The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used. **Only** outline **or** criticism max 2 marks.
	0	No relevant content.

Outline - possible content:

- Harlow – attachment to cloth mother rather than wire mother or findings of any later variations
- Lorenz – greylag geese imprinted on the first thing they saw.

Credit relevant findings from other appropriate studies.

Criticism – possible content:

- problems of extrapolation to attachment in human infants – what applies to non-human species may not also apply to human infants
- difference in nature and complexity of the bond
- ethical issues of separation from mother and emotional harm
- imprinting can be reversed.

Credit other relevant positive or negative criticisms.

The criticism must match the study outlined.

[4]

Q2.

[AO1 = 6]

Level	Mark	Description
3	5-6	Knowledge of how Lorenz and Harlow studied attachment using animals is accurate and generally well detailed and includes measurement of dependent variable. The answer is clear and coherent. Specialist terminology is used effectively.
2	3-4	Some knowledge of how Lorenz and Harlow studied attachment using animals is present but there may be

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		some detail missing / lack of clarity. There is some appropriate use of specialist terminology. OR one researcher at Level 3.
1	1-2	There is limited knowledge of how Lorenz and Harlow studied attachment using animals. The answer as a whole lacks clarity / accuracy. Specialist terminology is either absent or inappropriately used. OR one researcher at Level 2.
	0	No relevant content.

Possible content:

Lorenz

- goose eggs were randomly divided
- half were hatched with the mother present (in natural environment)
- half were hatched in an incubator with Lorenz present
- the behaviour of all goslings was recorded

Harlow

- in a controlled environment, infant monkeys reared with two mother surrogates
- plain wire mother dispensing food, cloth-covered mother with no food
- time spent with each mother was recorded
- details of fear conditions
- long-term effects recorded: sociability, relationship to offspring, etc

Credit other relevant procedural details in each case.
Credit procedures from other relevant studies by Lorenz and Harlow.

[6]

Q3.

(a) **[AO1 = 2]**

1 mark – Harlow

1 mark – (rhesus) monkeys

(b) **[AO1 = 2]**

1 mark – Lorenz

1 mark – geese/goslings

Q4.

[AO1 = 4]

Level	Marks	Description
2	3 – 4	Outline of a relevant procedure is mostly clear, logically sequenced and coherent with some relevant detail of test conditions and apparatus / materials. Minor detail is

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		sometimes lacking or there is slight inaccuracy. The answer as a whole is clear with use of specialist terminology.
1	1 – 2	A relevant procedure is discernible although the outline lacks clarity, logical sequence and coherence. There is some relevant information in relation to test conditions, apparatus or materials. The answer as a whole lacks clarity and coherence. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Harlow – wire and cloth mother research or any later variations.
- Suomi and Harlow – therapist monkey research.
- Lorenz – imprinting research with greylag geese.

Credit other relevant research.

Q5.

[AO3 = 4]

Level	Marks	Description
2	3 – 4	A limitation is clearly presented and discussed in some detail. Links to the study of attachment are explicit. The answer as a whole is mostly clear and coherent with appropriate use of specialist terminology.
1	1 – 2	A limitation is identified although discussion is limited and lacks coherence. Links to the study of attachment are either obscure or absent. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Most likely limitations:

- Problems of extrapolation to attachment in human infants – what applies to non-human species may not also apply to human infants.
- Difference in nature and complexity of the bond.

Credit other relevant limitations.

Q6.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused.

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		Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list

AO1

Studies of institutional care such as Hodges and Tizard's longitudinal study of 65 British children from early life to adolescence. Rutter's study of Romanian orphans adopted by British families.
Czech twins,Genie or Bowlby's research. Other research such as Skodak & Skeels or Spitz & Wolf may also be cited to illustrate effects.
Animal research, such as that of Harlow's monkeys, is creditworthy as long as it refers to the effects of failure to form attachment.
Credit reference to effects on adult relationships

AO3

Students may evaluate research into effects in terms of methodology, eg strengths & weaknesses of case studies or longitudinal research. Commentary may refer to the fact that the effects may depend on a number of factors including age of the child and quality of later care. Practical implications such as how this research has influenced child care practice would also be relevant.

Students who refer to animal research may consider how far the findings can be generalised to humans.

Q7.

Marks for this question: AO1 = 6, AO3 = 6

Level	Marks	Description

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4	10 – 12	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is effective. The answer is clear, coherent. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge is evident. There are occasional inaccuracies. There is some effective discussion / evaluation / application. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge is present. Focus is mainly on description. Focus is mainly on description. Any discussion / evaluation / application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

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AO1

Studies of institutional care such as Hodges and Tizard's longitudinal study of 65 British children from early life to adolescence. Rutter's study of Romanian orphans adopted by British families. Czech twins, Genie or Bowlby's research. Other research such as Skodak & Skeels or Spitz & Wolf may also be cited to illustrate effects.
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AO3

Students may evaluate research into effects in terms of methodology, eg strengths & weaknesses of case studies or longitudinal research. Commentary may refer to the fact that the effects may depend on a number of factors including age of the child and quality of later care. Practical implications such as how this research has influenced child care practice would also be relevant.

Students who refer to animal research may consider how far the findings can be generalised to humans.

Q1.

Once again, this is a question where students must select the relevant material and shape it to the specific requirements of the question. The question asked for findings, not procedures and for one criticism not two or more. Lengthy descriptions of procedures were not creditworthy. Students often could not separate procedures from findings, especially with Lorenz's study. The criticism of the study needed to be explained, not merely stated. However, with Harlow's studies, there were some effective criticisms made. For example, the two wire monkeys were not only different in terms of what they were made of (cloth or wire) but also their heads were also very different, thus introducing a confounding variable. Other effective criticisms involved the difficulty of extrapolating from animal behaviour to human behaviour. Ethical issues were also considered, but needed to be explained carefully.

Q2.

Performance on this question was disappointing. Despite the clear injunction in the question referring to 'how' Lorenz and Harlow studied attachment, the great majority of students outlined the findings and conclusions, which did not receive credit. Some even evaluated the studies. Very few focused on the methodology or explicitly identified the dependent variables. Better answers did outline the methods and variables, and also covered extensions of the research e.g. in terms of studying effects on later emotional and sexual behaviour.

Q3.

These two questions proved to be highly accessible. Most students could answer part (a) correctly, with slightly fewer obtaining two marks on part (b). Although most responses to (b) cited Lorenz, other imprinting researchers (and their animals) were credited.

Q6.

The standard of the answers was generally low for this question. Many students scored in the basic band for knowledge, understanding (AO1) and evaluation (AO2). The outline of research lacked accurate detail and some students muddled Hodges and Tizard's study with that of Rutter on Romanian orphanages. Where case studies were cited, the circumstances of early life were often reported at length and the effects of failure to form attachment were barely mentioned. Many used the case studies of Genie and the Czech twins but focused on the details (almost the minutia) of the children's lives, rarely linking them to 'the effects of the failure to form attachments'. The students seemed so intent on describing the children's lives, especially before 'discovery' that they forgot to answer the question. Often it was the right material not used effectively (eg Genie's experiences after she was found could be used as an evaluation on why it is difficult to assess the impact of privation before she was found, but few students did so).

Better answers often concentrated on Hodges and Tizard and / or Rutter. These answers did focus on both outlining and evaluating the effects of privation. There were a few good responses that used Harlow's research, but many made the mistake of concentrating on attachment substitute research (cloth mothers) rather than privation studies.

Where Bowlby's forty-four juvenile thieves study was reported, answers often switched to report on maternal deprivation, failing to make the case for privation.

Surprisingly, students who scored a low mark outlining relevant research sometimes scored a higher mark in evaluating the research. Evaluation, however, was sometimes formulaic and not explicit in respect of the studies being outlined. Some students still erroneously suggest that a case study carried out in USA is culturally biased (it may be culturally limited) and gender bias occurs because a case study is based only on a female or male.

Q7.

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